



Northwest Local School District  
Research Handbook  
2009

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### *District Research Manual*

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*All information and samples are taken from the previous District Research Manual and the online Writing Lab at Purdue, which is cited below.*

## Avoiding Plagiarism

### Plagiarism is...

- Using another's work as your own
- Copying and pasting anything from the internet without citation
- Retyping or rewriting work from other students, authors, websites, books, etc.
- Failing to document, through the use of parenthetical references, the words of others
- Failing to submit a Works Cited Page.
- Including an incomplete Works Cited Page (one that does not list all sources used within the paper)

*\*\* Plagiarized papers may result in a zero for the assignment and an office referral.*

## Formatting Quotations

When you directly quote the works of others in your paper, you will format quotations differently depending on their length. Below are some basic guidelines for incorporating quotations into your paper.

### Short Quotations

To indicate short quotations (fewer than four typed lines of prose or verse) in your text, enclose the quotation within quotation marks. Provide the author and specific page citation (in the case of verse, provide line numbers) in the text, and include a complete reference on the Works Cited page. Punctuation marks such as periods, commas, and semicolons should appear after the parenthetical citation. Question marks and exclamation points should appear within the quotation marks if they are a part of the quoted passage but after the parenthetical citation if they are a part of your text. For example:

According to some, dreams express "profound aspects of personality" (Foulkes 184), though others disagree.

According to Foulkes's study, dreams may express "profound aspects of personality" (184).

Is it possible that dreams may express "profound aspects of personality" (Foulkes 184)?

Mark breaks in short quotations of verse with a slash, /, at the end of each line of verse: (a space should precede and follow the slash)

Cullen concludes, "Of all the things that happened there / That's all I remember" (11-12).

## Long Quotations

For quotations that are four or more lines of verse or prose: place quotations in a free-standing block of text and omit quotation marks. Start the quotation on a new line, with the entire quote indented **one inch** from the left margin; maintain double-spacing. Your parenthetical citation should come **after** the closing punctuation mark. When quoting verse, maintain original line breaks. (You should maintain double-spacing throughout your essay.) For example:

Nelly Dean treats Heathcliff poorly and dehumanizes him throughout her narration:

They entirely refused to have it in bed with them, or even in their room, and I had no more sense, so, I put it on the landing of the stairs, hoping it would be gone on the morrow. By chance, or else attracted by hearing his voice, it crept to Mr. Earnshaw's door, and there he found it on quitting his chamber. Inquiries were made as to how it got there; I was obliged to confess, and in recompense for my cowardice and inhumanity was sent out of the house. (Bronte 78)

Poetry will be handled like this:

In her poem "Sources," Adrienne Rich explores the roles of women in shaping their world:

The faithful drudging child  
the child at the oak desk whose penmanship,  
hard work, style will win her prizes  
becomes the woman with a mission, not to win prizes  
but to change the laws of history. (23)

## Adding or Omitting Words in Quotations

If you add a word or words in a quotation, you should put brackets around the words to indicate that they are not part of the original text.

Jan Harold Brunvand, in an essay on urban legends, states: "some individuals [who retell urban legends] make a point of learning every rumor or tale" (78).

If you omit a word or words from a quotation, you should indicate the deleted word or words by using ellipsis marks, which are three periods (. . .) preceded and followed by a space. For example:

In an essay on urban legends, Jan Harold Brunvand notes that "some individuals make a point of learning every recent rumor or tale . . . and in a short time a lively exchange of details occurs" (78).

## How to Integrate Direct Quotes, Paraphrases, and Summaries

Two very important elements of integrating direct quotes, paraphrases, and summaries into your writing are **transitioning into** the quote, thus explaining to the reader introductory information in the source, and **transitioning out** of the quote, relating the quote back to the thesis statement of your paper.

Transitioning into the direct quote, paraphrase, or summary serves as an internal aid to assist readers; it usually consists of a sentence or two outlining what the source quoted, paraphrased, or summarized has covered.

For every direct quote, summary, or paraphrase, you must relate the material back to your thesis statement in the introduction. By transitioning out of the quote, you are explaining to the reader why the material is in your paper and why it supports your argument.

## **Example of Integrating a Direct Quote:**

**Transition into the direct quote:** Because the Jewish people saw so much death during their time in the concentration camps, it almost becomes a part of their existence.

**Direct Quote (Remember, do not start the sentence with your quote marks. PUT IN A TRANSITIONAL PHRASE!!!):** Not surprisingly, “Death is everywhere in the camps... in the eyes of the prisoners” (Estess 4).

**Transition out of the direct quote (connecting back to thesis):** Death’s presence overtakes everything in the concentration camps. Because of this strong presence, Elie Wiesel uses eyes to symbolize death.

## **Example of Integrating a Summary:**

**Transition into the summary:** Elie’s family and the villagers of Sighet spend their first night in the ghetto. The Wiesel’s old tutor comes and offers the family the opportunity to escape. The family, especially the father, is hopeful that nothing bad will happen to them. The next morning, the people are still hopeful that they are being taken away for their own protection or to work. They do not realize how wrong they are.

**Summary:** Elie compares the stars in the sky to fire. He says if that fire ever went out, nothing would be left except for death. All hope would be gone (Wiesel 18).

**Transition out of the summary (connecting back to thesis):** Their inner fire is important because it will be what keeps them going throughout the memoir. They need to hold on to hope and keep that fire of hope alive.

## Parenthetical References

In MLA style, referring to the works of others in your text is done by using what is known as **parenthetical citation**. This method involves placing relevant source information in parentheses after a quote or a paraphrase.

### General Guidelines

- The source information required in a parenthetical citation depends (1.) upon the source medium (e.g. Print, Web, DVD) and (2.) upon the source's entry on the Works Cited page.
- Any source information that you provide in-text must correspond to the source information on the Works Cited page. More specifically, whatever signal word or phrase you provide to your readers in the text, must be the first thing that appears on the left-hand margin of the corresponding entry in the Works Cited page.

### In-Text Citations: Print

MLA format follows the author-page method of in-text citation. This means that the author's last name and the page number(s) from which the quotation or paraphrase is taken must appear in the text, and a complete reference should appear on your Works Cited page. The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence. For example:

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Wordsworth extensively explored the role of emotion in the creative process (263).

The citations in the examples above, (263) and (Wordsworth 263), tell readers that the information in the sentence can be located on page 263 of a work by an author named Wordsworth. If readers want more information about this source, they can turn to the Works Cited page, where, under the name of Wordsworth, they would find necessary source information for further research.

## In-text Citations for Print Sources with Known Author

For print sources like books, magazines, scholarly journal articles, and newspapers, provide a signal word or phrase (usually the author's last name) and a page number. If you provide the signal word/phrase in the sentence, you do not need to include it in the parenthetical citation.

Human beings are described by Kenneth Burke as "symbol-using animals" (3).

Human beings have been described as "symbol-using animals" (Burke 3).

## In-text Citations for Print Sources with No Known Author

When a source has no known author, use a shortened title of the work instead of an author name. Place the title in quotation marks if it's a short work (e.g. articles) or italicize it if it's a longer work (e.g. plays, books, television shows, entire websites) and provide a page number.

We see so many global warming hotspots in North America likely because this region has "more readily accessible climatic data and more comprehensive programs to monitor and study environmental change . . . " ("Impact of Global Warming" 6).

In this example, since the reader does not know the author of the article, an abbreviated title of the article appears in the parenthetical citation which corresponds to the full name of the article which appears first at the left-hand margin of its respective entry in the Works Cited. Thus, the writer includes the title in quotation marks as the signal phrase in the parenthetical citation in order to lead the reader directly to the source on the Works Cited page.

## Citing Authors with Same Last Names

Sometimes more information is necessary to identify the source from which a quotation is taken. For instance, if two or more authors have the same last name, provide both authors' first initials (or even the authors' full name if different authors share initials) in your citation. For example:

Although some medical ethicists claim that cloning will lead to designer children (R. Miller 12), others note that the advantages for medical research outweigh this consideration (A. Miller 46).



## Citing a Work by Multiple Authors

For a source with three or fewer authors, list the authors' last names in the text or in the parenthetical citation:

Smith, Yang, and Moore argue that tougher gun control is not needed in the United States (76).

The authors state "Tighter gun control in the United States erodes Second Amendment rights" (Smith, Yang, and Moore 76).

For a source with more than three authors, provide the first author's last name followed by et al. or list all the last names.

Jones et al. counter Smith, Yang, and Moore's argument by noting that the current spike in gun violence in America compels law makers to adjust gun laws (4).

**-OR-**

Legal experts counter Smith, Yang, and Moore's argument by noting that the current spike in gun violence in America compels law makers to adjust gun laws (Jones et al. 4).

**-OR-**

Jones, Driscoll, Ackerson, and Bell counter Smith, Yang, and Moore's argument by noting that the current spike in gun violence in America compels law makers to adjust gun laws (4).

## Citing Multiple Works by the Same Author

If you cite more than one work by a particular author, include a shortened title for the particular work from which you are quoting to distinguish it from the others.

Lightenor has argued that computers are not useful tools for small children ("Too Soon" 38), though he has acknowledged elsewhere that early exposure to computer games does lead to better small motor skill development in a child's second and third year ("Hand-Eye Development" 17).

Additionally, if the author's name is not mentioned in the sentence, you would format your citation with the author's name followed by a comma, followed by a shortened title of the work, followed, when appropriate, by page numbers:

Visual studies, because it is such a new discipline, may be "too easy" (Elkins, "Visual Studies" 63).

## Citing the Bible

In your first parenthetical citation, you want to make clear which Bible you're using (italicize the title), as each version varies in its translation, followed by book (do not italicize), chapter and verse. For example:

Ezekiel saw "what seemed to be four living creatures," each with faces of a man, a lion, an ox, and an eagle (*New Jerusalem Bible*, Ezek. 1.5-10).

If future references employ the same edition of the Bible you're using, list only the book, chapter, and verse in the parenthetical citation.

## Citing Literary Works

Literary works are available in different editions. For a prose work, cite the page number(s) from the edition you used followed by a semicolon, and then give other identifying information that will lead readers to the passage in any edition. Indicate the act or scene in a play, or both (37; sc. 1). For a novel, indicate the part or chapter (175; ch. 4).

Dostoyevsky's character Mitya wonders aloud about the "terrible tragedies realism inflicts on people" (376; bk. 8 ch. 2).

For a poem, instead of page numbers cite the part (if there is one) and line(s), separated by a period. If you are citing only line numbers, use the word **lines** in the first reference (lines 33-34).

Whitman speculates, "All goes onward and outward, nothing collapses, / And to die is different from what any one supposed, and luckier" (6.129-130).

For a verse play, give only the act, scene, and line numbers, separated by periods.

As *Macbeth* begins, the witches greet Banquo as "Lesser than Macbeth, and greater" (1.3.65).

Henry thinks of the terrain of England as a thirsty mother perversely feeding on the blood of her sons: "No more the thirsty entrance of this soil / Shall daub her lips with her own children's blood" (1.1.5-6).

Note: Use Arabic numbers when citing plays. Roman Numerals are no longer used.

## Citing Indirect Sources

Sometimes you may have to use an indirect source. An indirect source is a source cited in another source. For such indirect quotations, use "qtd. in" to indicate the source you actually consulted. For example:

Ravitch argues that high schools are pressured to act as "social service centers, and they don't do that well" (qtd. in Weisman 259).

Note that, in most cases, a responsible researcher will attempt to find the original source, rather than citing an indirect source.

## In-Text Citations: Non-Print Sources

When citing from the internet, give enough information in a signal phrase or in your parenthetical citation for the reader to locate the source in your works cited. Many online sources or electronic databases lack stable pagination. Omit page numbers in such cases. If you are using a work with stable pagination, then include the page numbers in your parenthetical reference.

As a *Slate* analysis has noted, "Prominent sports psychologists get praised for their successes and don't get grief for their failures" (Engber). [The source, an article on a Web site, does not have stable pagination.]

According to Whitmarsh, the British military had experimented with using balloons for observation as far back as 1879 (328). [The source, an online PDF of a print article, includes stable pagination.]

## In-text Citations for Non-Print Sources with No Known Author

When a source has no known author, use a shortened title of the work instead of an author name. Place the title in quotation marks.

Many researchers believe that "only by pairing exercise with diet will people see weight loss results" ("Your Health").

## In-text Citations for Movies/Television

When citing a movie, use the title in italics.

According to Johnny, "Nobody puts Baby in a corner" (*Dirty Dancing*).

When citing a television show, cite the title in quotation marks.

Hannah told her brother Jackson, "My little brother with bad hair said what?" ("Hannah Montana").

## In-text Citations for Songs

When citing lyrics from a song, use the lyricist's last name.

Maybe society should take the perspective of, "I believe the children are our future" (Houston).

## **In-text Citations for Personal Interviews**

When citing a personal interview, use the last name of the person you interviewed. (Note: If you mention the name of your interview subject in your text, no parenthetical citation is necessary.)

As Holocaust survivor depicts his experience to a young audience, he says,  
"This was life-changing and dehumanizing" (Coppel).

**-OR-**

Werner Coppel, Holocaust survivor, described his experience as, "life-changing and dehumanizing".

## **Visuals Included in the Text**

When using an image in your text, number it and include a parenthetical reference in your text, number it and include a parenthetical reference in your text. Number figures (photos, drawings, cartoons, maps, graphs, and charts) and tables separately.

This trend is illustrated in a chart distributed by the College Board as part of its 2002 analysis of SAT data (see Fig. 1).

Soon after this sentence, readers find the figure referenced.

## Formatting an Outline

An outline presents the organizational plan for your paper. Included in this outline are the major topics and subtopics. Before writing your outline, organize your ideas and quotes according to the specific way you intend to present them

A specific format is required for outlining:

**Topic:** Edgar Allan Poe

**Thesis Statement:** Edgar Allan Poe's unique narrative style contributed to the development of the short story *The Tell Tale Heart*.

- I. Introduction
- II. Poe
  - A. Reputation as a writer
  - B. Narrative style
    - 1. Creation of narrator
    - 2. Motivations/emotions of narrator
- III. Contribution – short story
  - A. Development of plot
    - 1. Horror story
      - a. Setting
      - b. Motivation – insanity
    - 2. Detective story
  - B. Development of narrator

**Note:** This is only a partial outline for an entire paper.

Note that Roman numerals, capital letters, Arabic numbers, and lowercase letters are aligned with one another, and each is followed by a period; periods are also aligned. Roman numerals denote major topics; all other divisions provide specific support for major topics. All topics and subtopics begin with capital letters. If you have an A, you must have a B; if you have a 1, you must have a 2.

## Formatting Your Essay

### General Guidelines

- Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper.
- Double-space the text of your paper, and use Times New Roman, 12 point font size.
- Leave only one space after periods or other punctuation marks (unless otherwise instructed by your teacher).
- Set the margins of your document to 1 inch on all sides. To do this:
  - Click on “File” at the top of the toolbar
  - Scroll to “Page Setup”. A new window will appear with margin settings. Make sure all sides are set to 1 inch. Indent the first line of a paragraph one half-inch (five spaces or press tab once) from the left margin.
- Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. To do this:
  - Select “View” at the top of the toolbar
  - Scroll to “Header/Footer”. A gray box will appear at the top of the page.
  - Click to “Right align” the cursor
  - Type in your last name, leave 1 space, then select the “Insert Page Number” button on the Header/Footer window that appeared in the middle of the screen.
  - (Note: Your instructor may ask that you omit the number on your first page. Always follow your instructor's guidelines).
- Use italics throughout your essay for the titles or works mentioned.
- Remember that in most cases, you should use only present tense verbs in your paper.

### Formatting the First Page of Your Essay

- Do not make a title page for your paper unless specifically requested.
- In the upper left-hand corner of the first page, double-spaced, list your name, your instructor's name, the course, and the date. Again, be sure to use double-spaced text.
- Double space again and center the title. Don't underline your title or put it in quotation marks; write the title in with the first letter of each word , not in all capital letters.
- Use quotation or italics when referring to other works in your title, just as you would in your text, e.g.:
  - Perseverance in Shakespeare's *Othello*
  - Human Weariness in "After Apple Picking"
- Double space between the title and the first line of the text.

Pete Smith

Mrs. Jenkins

Honors English II

10 October 2009

Building a Dream: Reasons to Expand Ross-Ade Stadium

During the 2000 football season, the Purdue Boilermakers won the Big Ten Conference Title, earned their first trip to the Rose Bowl in thirty-four years, and played...



## Formatting the Works Cited

The Works Cited page immediately follows the text. Centered at the top of the page are the words Works Cited. The page includes a header with the student's last name and page number.

The following procedures are used for writing the Works Cited page:

- Entries are listed alphabetically and **are not numbered**.
- The first line of each entry begins at the left margin, and all other lines are indented five spaces.
- Each entry begins with the author's last name followed by the first name, the source title, and the publishing information.
- Each entry is double-spaced.
- Correct punctuation is used.
- **All sources listed on the Works Cited page MUST be used within the essay.**
- **All sources within the essay MUST be cited on the Works Cited page.**
- **If you do not list all sources used within the paper, you have plagiarized.**

Smith 6

### Works Cited

"Blueprint Lays Out Clear Path for Climate Action." *Environmental Defense Fund*. Environmental Defense Fund, 8 May 2007. Web. 24 May 2009.

Clinton, Bill. Interview by Andrew C. Revkin. "Clinton on Climate Change." *New York Times*. New York Times, May 2007. Web. 25 May 2005.

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Jane Smith

Mrs. Jones

English II

25 August 2009

### The Reality of Fat Albert is Not Humorous

On the way home from school, a mother asks her child what he would like for dinner. “A cheeseburger and fries,” Albert replies, and as an afterthought, he requests that it be “Super Sized.” After devouring the entire meal, Albert does his homework and plays an absorbing video game. He turns down an offer from his father to play catch because his favorite cartoon is on. Albert munches on a bowl of popcorn, and then gets ready for bed. “Sleep tight,” his mother kisses his forehead, “You have a busy day tomorrow.” Like many American children, Albert wakes up and follows the same routine every day. In addition to that, he, among millions of other children, is more than “pleasantly plump.” Child obesity is a disorder triggered by various factors, the effects of which are detrimental to one’s health and costly to the nation, yet obesity is not altogether an unbeatable force.

Obesity is commonly defined as an eating disorder that entails excessive weight gain and overeating. Doctors refer to obesity as “a condition in which there is an accumulation of body fat in excessive proportion to body mass” (Smith et al. 567). When looking at a crowd, heavy people are easy to single out, yet similar to diseases like diabetes and cancer, obesity is difficult to diagnose at a glance. To differentiate between those who are overweight and those who are obese, physicians use a percentile system to compare the heights and weights of people of the same age. According to this system, children ranked in the “95<sup>th</sup> percentile for weight and only 60<sup>th</sup> percentile for height” (Smith et al. 567), are obese. Should their

child receive similar rankings to this, parents often brush off the “diagnosis” with the notion that Albert is simply maturing faster than his peers or that he has big bones. Because muscle and bone structure are difficult to account for, skin fold measurements may determine cases of obesity in infants or young children (Smith et al. 567). After simple tests as these, it can safely be assumed that Albert is well on his way to going from pleasantly plump to being morbidly obese.

Parents and children who accept the diagnosis of childhood obesity may wonder exactly how the afflicted person acquired it. Obesity is not a disease in the sense that it is contagious. It is impossible to “catch” chubbiness by sitting next to an overweight woman on the bus. The likelihood of contracting “fat germs” from a porky neighbor is nonexistent. Rather, factors such as heredity, parental influences, endocrine imbalances, and the adipose cell theory influence obesity (Smith et al. 568). While some children struggle with a genetic predisposition to weight issues, the cause of other cases lies with a child’s parents. Studies show that “maternal overfeeding... helps to establish dysfunctional eating patterns that in many cases continues into adulthood” (Haber et al. 727). Parents who encourage their children to “finish the last drop” or “clean their plate” are actually contributing to weight problems that are likely to last for years. While it is true that Junior does need to eat because he is a growing boy, overfeeding does little to aid in the maturing process.

The aforementioned endocrine imbalances do contribute to some cases of obesity, however, thyroid problems only account for a minor percentage of cases. Another factor, the adipose cell theory, explains obesity in older children (Smith et al. 586). If a child was overfed early in life, he or she experienced an increase in fat cells. Because the overfeeding occurred at such a young age, the fat cell count will not decrease as the child matures. Other

causes, such as lack of exercise, are often not addressed. It is startling to find that “one American in four admits to being completely sedentary, and another 40% rarely exercise” (Immell 50), yet this may be one of the leading factors in the rise of both child and adult obesity. Both parties tend to turn down a bike ride or a day at the park with the mentality that they are too busy. It is also a fact that:

One in three, or 58 million American adults aged 20 through 74 are overweight. According to data from the Third National Health and Nutrition Examination Survey (NHANES III), the number of overweight Americans increased from 25 to 33 percent between 1980 and 1991. The survey also shows that minority populations, specifically minority women, are disproportionately affected: approximately fifty percent of African American and Mexican American women are overweight. (Green and Harry 121)

A final key factor is emotion. The truth is, “appetite, which is based on desire rather than need, consequently influences eating and nutritional patterns” (Haber et al. 727). A child may turn to food as an escape from school or peers. It can be assumed that because children often mimic their parents’ action, adults who make poor health choices will raise young who also shy away from healthy options.

However, it is not the factors leading to obesity that draw attention; it is the effects of the disorder that are highly detrimental to a child’s health. Unlike anorexia nervosa, which has immediate medical complication, the consequences of obesity are long-term. Because of dietary habits, “chronic disease is more prevalent in the obese population, and mortality rates are higher for people who are 20-30% overweight” (Green and Harry 118). Nutritional choices made early in life will affect the quality of living as an adult. Children who

habitually eat healthy are likely to grow into healthy adults. Similarly, unhealthy choices made by children are in turn reflected by their equally unhealthy adult lifestyles. It has been proven that “lifetime weight histories of obese people usually show that they have never sustained their weight within the defined range” (Haber et al. 728). Parents may want to believe that their child has not yet lost all of his baby fat, yet they do not want to believe that he is likely to carry those spare tires with him throughout much of his adolescence and adulthood. What parents may also not realize is that “being overweight predisposes people to cholelithiasis, hypertension, diabetes mellitus, cardiovascular disease, surgical complications, and accidents” (Haber et al. 727) and are also more susceptible to degenerative arthritis (Green and Harry 188). Food may be used by mothers or fathers to show children affection. It is hard to think of clogged arteries as a result of affectionate caregivers. Could it be that guardians do not realize that “as many as 20% of eating disorder patients die as a result of their eating disorder” (Immell 14)? Is it possible that parents do not know how destructive it is to over feed their young?

Not only does obesity act as a corrosive force within the body, but this condition is costly for the American people as well. One is sure to have heard it on the television or radio; America’s waistline is expanding each year. The reality of this is that “54.4% of adult Americans are overweight and 22.5% are obese” (Immell 49). These jaw dropping numbers, however, are brushed off nonchalantly by those who do not care or do not understand the importance of this issue. In contrast, if one knew the number of obese children in America, he or she would not be so apt to push the issue aside. It is hard to swallow the fact that fifteen percent of children are obese and another fifteen percent are overweight (Faubert A2). Nonetheless, the American people do not feel that the burden is theirs to carry. While in

many cases, the “abundance of food and decreased physical activity levels in the United States have led to the increased incidence of obesity” (Green and Harry 111), society’s lack of concern for future generations inflicted with this disorder is appalling. Contrary to peoples’ thoughts, the effects of obesity rest with them as well. George Blackburn, a Harvard nutritionist, states, “it costs \$60 billion-\$80 billion a year or almost 10% of all health spending to treat health problems associated with obesity” (qtd. in Immell 50). It is shocking to see that an issue so easily resolved is festering like an open wound. The logical response would be to nip obesity so that money can be spent on health related problems where a simple solution is not as feasible.

While the battle against obesity is already waging, the points have not yet been totaled. Because the issue is a heavy one, it is imperative that all measures to combat the onslaught of excess fat are taken. Physicians tend to focus highly on anorexia nervosa because the disorder affects the body immediately, yet the real point of concern should be on obese patients. Obesity’s delayed impact on a child’s health bears similarities to a “tsunami headed for the United States” (Fauber A2). If society wishes to stave off the postponed effects, there must be an immediate plan installed. In years past, jaw wiring and intestinal bypass surgery were used to treat obesity (Haber et al. 729). The latter of those two methods is currently being used to help obese patients who have enough money to see them through the procedure. Realistically, there are very few obese people who can afford surgeries like stomach stapling and intestinal bypasses. America is in dire need of a plan that works for the entire obese population.

The government has been striving to bring forth such a plan that will aid in shedding America’s inches. In a call to action presented by the Surgeon General, communication

between parents, children, and physicians is highly advocated (“Overweight and Obesity”). It would be to the nation’s advantage if physicians were educated in the treatment of obesity throughout one’s lifespan, as well as able to accurately diagnose the disorder. Recognizing obesity may be crucial, but according to the Surgeon General, “the primary concern should be one of health” (“Overweight and Obesity”). To achieve a healthy weight, parents and children should be appropriately informed about dietary needs and taught how to make choices that will benefit one’s body. Schools should focus on a physical education regiment and proffer fruits and vegetables for lunch in lieu of chips and fries (“Overweight and Obesity”). Parents can also contribute by setting aside thirty minutes devoted to family exercise. Not only will such a routine strengthen a body, but it will also nourish relationships within a family. The government would also benefit from researching at risk areas and providing helpful information to organizations that wish to further this cause (“Overweight and Obesity”). By doing this, the government can play a role in the quest to stop obesity in children. These actions, simple, yet powerful, are essential tools in saving future generations. A solid foundation is where countries can grow; no country can prosper on a base of milkshakes.

Similar to the foundation of the United States, no child can mature strongly with a diet consisting mainly of fats. What Albert’s parents do not realize is that they are jeopardizing his future. The health of a child should never be compromised; when a child is subject to obesity, his or her life is at risk. His parents may want the best for their son, but to achieve that, a healthy diet is required. Many children find Fat Albert to be a comedian, yet the reality of obesity is less than humorous. If America wishes to starve obesity in the future, she must first help her children to stop resembling Fat Albert.

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- Green, Marilyn L. and Joann Harry. *Nutrition in Contemporary Nursing Practice*. New York: John Wiley & Sons, Inc., 1981. Print.
- Haber, Judith, et al. *Comprehensive Psychiatric Nursing*. New York: McGraw-Hill, Inc., 1982. Print.
- Immell, Myra H. *Eating Disorders*. San Diego, CA: Greenhaven Press, Inc., 1999. Print.
- "Overweight and Obesity: A Vision for the Future." *The Surgeon General's Call to Action to Prevent and Decrease Overweight and Obesity*. United States Department of Health and Human Services, 7 July 2004. Web. 23 March 2005.
- Smith, Majorie J., et al. *Child and Family: Concepts of Nursing Practice*. New York: McGraw-Hill, 1982. Print.



## MLA Citation for Works Cited Pages

### Books:

When you are gathering book sources, be sure to make note of the following bibliographic items: author name(s), book title, publication date, publisher, place of publication. **The medium of publication for all “hard copy” books is Print.**

### Basic Format

Lastname, Firstname. *Title of Book*. Place of Publication: Publisher, Year of Publication. Medium of Publication.

### Book with One Author

Gleick, James. *Chaos: Making a New Science*. New York: Penguin, 1987. Print.

### Book with More Than One Author

The first given name appears in last name, first name format; subsequent author names appear in first name last name format.

Gillespie, Paula, and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Boston: Allyn, 2000. Print.

## Book with More Than Three Authors

If there are more than three authors, you may choose to list only the first author followed by the phrase et al. (Latin for "and others") in place of the subsequent authors' names, or you may list all the authors in the order in which their names appear on the title page. (Note that there is a period after "al" in "et al." Also note that there is never a period after the "et" in "et al.").

Wysocki, Anne Frances, et al. *Writing New Media: Theory and Applications for Expanding the Teaching of Composition*. Logan, UT: Utah State UP, 2004. Print.

**-OR-**

Wysocki, Anne Frances, Johndan Johnson-Eilola, Cynthia L. Selfe, and Geoffrey Sirc. *Writing New Media: Theory and Applications for Expanding the Teaching of Composition*. Logan, UT: Utah State UP, 2004. Print.

## Two or More Books by the Same Author

List works alphabetically by title. Remember to ignore articles like A, An, and The. Provide the author's name in last name, first name format for the **first entry only**. For each subsequent entry by the same author, use three hyphens and a period.

Palmer, William J. *Dickens and New Historicism*. New York: St. Martin's, 1997. Print.  
---. *The Films of the Eighties: A Social History*. Carbondale: Southern Illinois UP, 1993. Print.

## Book by a Corporate Author or Organization

A corporate author may include a commission, a committee, or a group that does not identify individual members on the title page. List the names of corporate authors in the place where an author's name typically appears at the beginning of the entry.

American Allergy Association. *Allergies in Children*. New York: Random, 1998. Print.

## **Book with No Author**

List by title of the book.

*Encyclopedia of Indiana*. New York: Somerset, 1993. Print.

## **A Translated Book**

Cite as you would any other book. Add "Trans."—the abbreviation for translated by—and follow with the name(s) of the translator(s).

Foucault, Michel. *Madness and Civilization: A History of Insanity in the Age of Reason*. Trans. Richard Howard. New York: Vintage-Random House, 1988. Print.

## **Republished Book**

Books may be republished due to popularity without becoming a new edition. New editions are typically revisions of the original work. For books that originally appeared at an earlier date and that have been republished at a later one, insert the original publication date before the publication information. For books that are new editions (i.e. different from the first or other editions of the book), see An Edition of a Book below.

Butler, Judith. *Gender Trouble*. 1990. New York: Routledge, 1999. Print.

## **An Edition of a Book**

There are two types of editions in book publishing: a book that has been published more than once in different editions and a book that is prepared by someone other than the author (typically an editor).

### ***A Subsequent Edition***

Cite the book as you normally would, but add the number of the edition after the title.

Crowley, Sharon and Debra Hawhee. *Ancient Rhetorics for Contemporary Students*. 3rd ed. New York: Pearson/Longman, 2004. Print.

### ***A Work Prepared by an Editor***

Cite the book as you normally would, but add the editor after the title.

Bronte, Charlotte. *Jane Eyre*. Ed. Margaret Smith. Oxford: Oxford UP, 1998. Print.

## **Anthology or Collection (e.g. Collection of Essays)**

To cite the **entire** anthology or collection, list by editor(s) followed by a comma and "ed." or, for multiple editors, "eds" (for edited by).

Hill, Charles A. and Marguerite Helmers, eds. *Defining Visual Rhetorics*. Mahwah, NJ: Lawrence Erlbaum Associates, 2004. Print.

## **A Work in an Anthology, Reference, or Collection**

Works may include an essay in an edited collection or anthology, or a chapter of a book.

### ***Basic Format***

Last name, First name. "Title of Essay." *Title of Collection*. Ed. Editor's Name(s).  
Place of Publication: Publisher, Year. Page range of entry. Medium of Publication.

### ***Some examples:***

Harris, Muriel. "Talk to Me: Engaging Reluctant Writers." *A Tutor's Guide: Helping Writers One to One*. Ed. Ben Rafoth. Portsmouth, NH: Heinemann, 2000. 24-34.

If the specific literary work is part of the an author's own collection (all of the works have the same author), then there will be no editor to reference:

Whitman, Walt. "I Sing the Body Electric." *Selected Poems*. New York: Dover, 1991. 12-19.

## **Article in a Reference Book (e.g. Encyclopedias, Dictionaries)**

For entries in encyclopedias, dictionaries, and other reference works, cite the piece as you would any other work in a collection but do not include the publisher information. Also, if the reference book is organized alphabetically, as most are, do not list the volume or the page number of the article or item.

"Ideology." *The American Heritage Dictionary*. 3rd ed. 1997. Print.

## A Multivolume Work

When citing only one volume of a multivolume work, include the volume number after the work's title, or after the work's editor or translator.

Quintilian. *Institutio Oratoria*. Trans. H. E. Butler. Vol. 2. Cambridge: Loeb-Harvard UP, 1980. Print.

When citing more than one volume of a multivolume work, cite the total number of volumes in the work. Also, be sure in your in-text citation to provide both the volume number and page number(s).

Quintilian. *Institutio Oratoria*. Trans. H. E. Butler. 4 vols. Cambridge: Loeb-Harvard UP, 1980. Print.

If the volume you are using has its own title, cite the book without referring to the other volumes as if it were an independent publication.

Churchill, Winston S. *The Age of Revolution*. New York: Dodd, 1957. Print.

## An Introduction, Preface, Foreword, or Afterword

When citing an introduction, a preface, a forward, or an afterword, write the name of the author(s) of the piece you are citing. Then give the name of the part being cited, which should not be italicized or enclosed in quotation marks.

Farrell, Thomas B. Introduction. *Norms of Rhetorical Culture*. By Farrell. New Haven: Yale UP, 1993. 1-13. Print.

**If the writer of the piece is different from the author of the complete work**, then write the full name of the principal work's author after the word "By." For example, if you were to cite Hugh Dalziel Duncan's introduction of Kenneth Burke's book *Permanence and Change*, you would write the entry as follows:

Duncan, Hugh Dalziel. Introduction. *Permanence and Change: An Anatomy of Purpose*. By Kenneth Burke. 1935. 3rd ed. Berkeley: U of California P, 1984. xiii-xliv. Print.

## Other Print/Book Sources

Certain book sources are handled in a special way by MLA style.

### *The Bible*

Give the name of the specific edition you are using, any editor(s) associated with it, followed by the publication information.

*The New Jerusalem Bible*. Ed. Susan Jones. New York: Doubleday, 1985. Print.

### *A Government Publication*

Cite the author of the publication if the author is identified. Otherwise, start with the name of the national government, followed by the agency (including any subdivisions or agencies) that serves as the organizational author. For congressional documents, be sure to include the number of the Congress and the session when the hearing was held or resolution passed. US government documents are typically published by the Government Printing Office, which MLA abbreviates as GPO.

United States. Cong. Senate. Committee on Energy and Natural Resources. *Hearing on the Geopolitics of Oil*. 110th Cong., 1st sess. Washington: GPO, 2007. Print.

United States. Government Accountability Office. *Climate Change: EPA and DOE Should Do More to Encourage Progress Under Two Voluntary Programs*. Washington: GPO, 2006. Print.

### *A Pamphlet*

*Women's Health: Problems of the Digestive System*. Washington: American College of Obstetricians and Gynecologists, 2006. Print.

## Periodicals:

Periodicals (e.g. magazines, newspapers, and scholarly journals) that appear in print require the same medium of publication designator as books—Print.

### Basic Format

Cite by listing the article's author, putting the title of the article in quotations marks, and italicizing the periodical title. Follow with the date of publication. Remember to abbreviate the month. The basic format is as follows:

Author(s). "Title of Article." *Title of Periodical* Day Month Year: pages. Medium of publication.

### Article in a Magazine

Poniewozik, James. "TV Makes a Too-Close Call." *Time* 20 Nov. 2000: 70-71. Print.

### Article in a Newspaper

Cite a newspaper article as you would a magazine article, but note the different pagination in a newspaper.

Brubaker, Bill. "New Health Center Targets County's Uninsured Patients." *Washington Post* 24 May 2007: LZ01. Print.

If the newspaper is a less well-known or local publication, include the city name and state in brackets after the title of the newspaper.

Behre, Robert. "Presidential Hopefuls Get Final Crack at Core of S.C. Democrats." *Post and Courier* [Charleston, SC] 29 Apr. 2007: A11. Print.

## A Review

To cite a review, include the title of the review (if available), then the abbreviation "Rev. of" for Review of and provide the title of the work (in italics for books, plays, and films; in quotation marks for articles, poems, and short stories). Finally, provide performance and/or publication information.

Seitz, Matt Zoller. "Life in the Sprawling Suburbs, If You Can Really Call It Living."  
Rev. of *Radiant City*, dir. Gary Burns and Jim Brown. *New York Times* 30 May 2007  
late ed.: E1. Print.

## An Editorial & Letter to the Editor

"Of Mines and Men." Editorial. *Wall Street Journal* east. ed. 24 Oct. 2003: A14. Print.  
Hamer, John. Letter. *American Journalism Review* Dec. 2006/Jan. 2007: 7. Print.

## Anonymous Articles

Cite the article title first, and finish the citation as you would any other for that kind of periodical.

"Business: Global Warming's Boom Town; Tourism in Greenland." *The Economist* 26 May  
2007: 82. Print.

## An Article in a Scholarly Journal

### *Basic Format*

Author(s). "Title of Article." *Title of Journal* Volume.Issue (Year): pages. Medium of  
publication.

### *Example*

Bagchi, Alaknanda. "Conflicting Nationalisms: The Voice of the Subaltern in Mahasweta  
Devi's Bashai Tudu." *Tulsa Studies in Women's Literature* 15.1 (1996): 41-50. Print.



## Electronic Sources (Web Publications):

MLA lists electronic sources as **Web Publications**. Thus, when including the medium of publication for electronic sources, list the medium as **Web**.

**\*NOTE: MLA no longer requires the use of URLs in MLA citations.**

## Basic Style for Citations of Electronic Sources (Including Online Databases)

Here are some common features you should try and find before citing electronic sources in MLA style. Not every Web page will provide all of the following information. However, collect as much of the following information as possible both for your citations and for your research notes:

- Author and/or editor names (if available)
- Article name in quotation marks (if applicable)
- Title of the Website, project, or book in italics. (Remember that some Print publications have Web publications with slightly different names. They may, for example, include the additional information or otherwise modified information, like domain names [e.g. .com or .net].)
- Any version numbers available, including revisions, posting dates, volumes, or issue numbers.
- Publisher information, including the publisher name and publishing date.
- Take note of any page numbers (if available).
- Date you accessed the material.

## Abbreviations Commonly Used with Electronic Sources

Use **n.p.** to indicate that neither a publisher nor a sponsor name has been provided. Use **n.d.** when the Web page does not provide a publication date.

When an entry requires that you provide a page but no pages are provided in the source (as in the case of an online-only scholarly journal or a work that appears in an online-only anthology), use the abbreviation **n. pag.**

## Basic Format

It is necessary to list your date of access because web postings are often updated, and information available on one date may no longer be available later. Be sure to include the complete address for the site.

Editor, author, or compiler name (if available). *Name of Site*. Version number. Name of institution/organization affiliated with the site i.e. sponsor or publisher, date of publication or last update. Medium of publication. Date of access.

## Citing an Entire Web Site

Felluga, Dino. *Guide to Literary and Critical Theory*. Purdue U, 28 Nov. 2003. Web. 10 May 2006.

## A Page on a Web Site

For an individual page on a Web site, list the author or alias if known, followed by the information covered above for entire Web sites. Remember to use **n.p.** if no publisher name is available and **n.d.** if no publishing date is given.

"How to Make Vegetarian Chili." *eHow.com*. eHow, n.d. Web. 24 Feb. 2009.

## An Article in a Web Magazine

Provide the author name, article name in quotation marks, title of the Web magazine in italics, publisher name, publication date, medium of publication, and the date of access.

Bernstein, Mark. "10 Tips on Writing the Living Web." *A List Apart: For People Who Make Websites*. A List Apart Mag., 16 Aug. 2002. Web. 4 May 2009.

## An Article in an Online Scholarly Journal

For all online scholarly journals, provide the author(s) name(s), the name of the article in quotation marks, the title of the publication in italics, all volume and issue numbers, and the year of publication.

### *Article in an Online-only Scholarly Journal*

MLA requires a page range for articles that appear in Scholarly Journals. If the journal you are citing appears exclusively in an online format (i.e. there is no corresponding print publication) that does not make use of page numbers, use the abbreviation **n. pag.** to denote that there is no pagination for the publication.

Dolby, Nadine. "Research in Youth Culture and Policy: Current Conditions and Future Directions." *Social Work and Society: The International Online-Only Journal* 6.2 (2008): n. pag. Web. 20 May 2009.

### *Article in an Online Scholarly Journal That Also Appears in Print*

Cite articles in online scholarly journals that also appear in print as you would a scholarly journal in print, including the page range of the article. Provide the medium of publication that you used (in this case, **Web**) and the date of access.

Wheelis, Mark. "Investigating Disease Outbreaks Under a Protocol to the Biological and Toxin Weapons Convention." *Emerging Infectious Diseases* 6.6 (2000): 595-600. Web. 8 Feb. 2009.

## An Article from an Online Database (or Other Electronic Subscription Service)

Cite articles from online databases (e.g. LexisNexis, ProQuest, JSTOR, ScienceDirect) and other subscription services **just as you would print sources**. In addition to this information, provide the title of the database italicized, the medium of publication, and the date of access.

Junge, Wolfgang and Nathan Nelson. "Nature's Rotary Electromotors." *Science*, 29 April 2005: 642-644. *Science Online*. Web. 5 Mar. 2009.

## **E-mail (including E-mail Interviews)**

Neyhart, David. "Re: Online Tutoring." Message to Joe Barbato. 1 Dec. 2000.

## **A Listserve, Discussion Group, or Blog Posting**

Cite Web postings as you would a standard Web entry.

Salmar1515 [Sal Hernandez]. "Re: Best Strategy: Fenced Pastures vs. Max Number of Rooms?" *BoardGameGeek*. BoardGameGeek, 29 Sept. 2008. Web. 5 Apr. 2009.

## **An Image (Including a Painting, Sculpture, or Photograph)**

Provide the artist's name, the work of art italicized, the date of creation, the institution and city where the work is housed. Follow this initial entry with the name of the Website in italics, the medium of publication, and the date of access.

Goya, Francisco. *The Family of Charles IV*. 1800. Museo Nacional del Prado, Madrid. *Museo Nacional del Prado*. Web. 22 May 2006.

## Other Common Sources:

### Personal Interviews

Personal interviews refer to those interviews that you conduct yourself. List the interview by the name of the interviewee.

Purdue, Pete. Personal interview. 1 Dec. 2000.

### Published Interviews (Print or Broadcast)

List the interview by the name of the interviewee. If the name of the interview is part of a larger work like a book, a television program, or a film series, place the title of the interview in quotation marks. Place the title of the larger work in italics. If the interview appears as an independent title, italicize it. Determine the medium of publication (e.g. print, Web, DVD) and fill in the rest of the entry with the information required by that medium. For books, include the author or editor name after the book title.

Note: If the interview from which you quote does not feature a title, add the descriptor Interview (unformatted) after the interviewee's name. You may also use the descriptor Interview by to add the name of the interview to the entry if it is relevant to your paper.

*Example interview that is part of a larger work:*

Amis, Kingsley. "Mimic and Moralism." *Interviews with Britain's Angry Young Men*. By Dale Salwak. San Bernardino, CA: Borgo, 1984. Print.

*Example interview with no title:*

Gaitskill, Mary. Interview with Charles Bock. *Mississippi Review* 27.3 (1999): 129-50. Print.

### Online-only Published Interviews

List the interview by the name of the interviewee. If the interview has a title, place it in quotation marks. Cite the remainder of the entry as you would other exclusive Web content.

Zinkievich, Craig. Interview by Gareth Von Kallenbach. *Skewed & Reviewed*. Skewed & Reviewed, 2009. Web. 15 Mar. 2009.

## Speeches, Lectures, or Other Oral Presentations (including Conference Presentations)

Provide the speaker's name. Then, give the title of the speech (if any) in quotation marks. Follow with the name of the meeting and organization, the location of the occasion, and the date. Use the descriptor that appropriately expresses the type of presentation (e.g. Address, Lecture, Reading, Keynote speech, Guest Lecture).

Stein, Bob. *Computers and Writing Conference*. Purdue University. Union Club Hotel, West Lafayette, IN. 23 May 2003. Keynote address.

## A Painting, Sculpture, or Photograph

Include the artist's name. Give the title of the artwork in italics. Provide the date of composition. If the date of composition is unknown, place the abbreviation **n.d.** in place of the date. Finally, provide the name of the institution that houses the artwork followed by the location of the institution.

Goya, Francisco. *The Family of Charles IV*. 1800. Museo del Prado, Madrid.

For photographic reproductions of artwork (e.g. images of artwork in a book), cite the bibliographic information as above followed by the information for the source in which the photograph appears, including page or reference numbers (plate, figure, etc.).

Goya, Francisco. *The Family of Charles IV*. 1800. Museo del Prado, Madrid. *Gardener's Art Through the Ages*. 10th ed. By Richard G. Tansey and Fred S. Kleiner. Fort Worth: Harcourt Brace. 939. Print.

## Recorded Films or Movies

List films by their title. Include the name of the director, the film studio or distributor, and the release year. If relevant, list performer names after the director's name. Use the abbreviation perf. to head the list. End the entry with the appropriate medium of publication (e.g. DVD, VHS, Laser disc, Film [if still in theaters]).

*Ed Wood*. Dir. Tim Burton. Perf. Johnny Depp, Martin Landau, Sarah Jessica Parker, Patricia Arquette. Touchstone, 1994. DVD.

## Broadcast Television or Radio Program

Begin with the title of the episode in quotation marks. Provide the name of the series or program in italics. Also include the network name, call letters of the station followed by the city, and the date of broadcast. End with the publication medium (e.g. Television, Radio).

"The Blessing Way." *The X-Files*. Fox. WXIA, Atlanta. 19 Jul. 1998. Television.

## Recorded Television Episodes (e.g. DVD, Videocassette)

"The One Where Chandler Can't Cry." *Friends: The Complete Sixth Season*. Writ. Andrew Reich and Ted Cohen. Dir. Kevin Bright. Warner Brothers, 2004. DVD.

## Sound Recordings

Foo Fighters. *In Your Honor*. RCA, 2005. CD.

Beethoven, Ludwig van. *The 9 Symphonies*. Perf. NBC Symphony Orchestra. Cond. Arturo Toscanini. RCA, 2003. CD.

## Digital Files (PDFs, MP3s, JPEGs)

Determine the type of work to cite (e.g. article, image, sound recording) and cite appropriately. End the entry with the name of the digital format (e.g. PDF, JPEG file, Microsoft Word file, MP3). If the work does not follow traditional parameters for citation, give the author's name, the name of the work, the date of creation, and the medium of publication. Use Digital file when the medium cannot be determined.

Beethoven, Ludwig van. *Moonlight Sonata*. Crownstar, 2006. MP3.

## Helpful Resources and Tips

**www.easybib.com** – This is a great resource for formatting Works Cited pages. It will help you figure out how to make citations for many sources. It is not possible to memorize citation format for every source, but this website will help tremendously.

- Go to [www.easybib.com](http://www.easybib.com)
- Click on the box that says “Click here to select a source”
- Select the type of source being cited (each source has different instructions)
- Next, a yellow box will pop up that says, “EasyBib now supports the 7th edition of MLA. If you need the 6th edition, click MLA 6. (Close forever)”
- Click on “close forever” (this will only have to be done one time)
- Some books will have an ISBN# located on the back cover by the bar code. Enter the ISBN# and click “autocite”. Many times, this is all that is needed. The website will pull information and create the citation.
- If this does not work, or there is no ISBN#, fill in all available boxes by looking through the source. If portions are left blank, the citation will not be accurate.
- Once all boxes have been filled in with information, click “create citation”
- Continue creating new citations for every source needed on the Works Cited page. It will save the sources in a properly formatted list.
- Once finished, make sure the list is set to print in alphabetical order.
- Click “Export to Word”
- A box should pop up. Click “save”. If no box pops up, click “click here to download”. Then, click “save”.
- Name the Works Cited page and save it to YOUR folder.

### Other helpful websites for MLA citations:

[www.mla.org](http://www.mla.org)

<http://owl.english.purdue.edu/>

<http://www.calvin.edu/library/knightcite/>

### Save yourself some headaches! Always save in .rtf format! Here’s how:

- Type your document. When it’s time to save, click on “File”.
- Click on “Save as”.
- As usual, a box will pop up for you to name your file.
- Click the drop-down menu where it says, “Save as type”
- Scroll down and select “Rich Text Format” or “.rtf”
- Double check that you are placing your file into YOUR folder (rather than the “my documents” folder).
- Click save

This allows any computer with any software to open your file without messing up the original text.